

ASPIRA



*National
Health Careers
Program*



*Set your goals high
with an exciting
career in health!*



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History

The ASPIRA National Health Careers Program was initiated in 1965 in an effort to improve access to quality health care in the Hispanic community. With support from the Health Careers Opportunity Program of the Public Health Service, Bureau of Health Professions, the ASPIRA National Health Careers Program has been instrumental in placing students into health professions schools of chiropractic, health administration, medicine, dentistry, pharmacy, public health, optometry, clinical psychology, and others. Students have also been placed in allied health programs such as dental hygiene, medical records administration, respiratory therapy and others.

Program Activities

- *test preparation*
- *parent involvement*
- *health careers clubs*
- *learning skills workshops*
- *critical thinking seminars*
- *interviewing skills seminars*
- *application process workshops*
- *financial aid information dissemination*
- *personal, academic, and career counseling*
- *medical and health professions school conferences*
- *medical and health professions school exploratory trips*
- *pre-medical and pre-dental summer orientation programs and referrals*
- *development of program related publications*

Program Objectives

Program objectives include:

- recruiting high school and college students,
- facilitating entry into allied health programs and health professions schools, and
- disseminating financial aid information.

Through the program, ASPIRA also raises awareness of critical health problems affecting the Latino community and the need for increasing the number of Latino and other underrepresented populations entering the health professions.

Progress Data

Each year, ASPIRA's exemplary Health Careers Program provides over 500 youth with positive formative experiences that integrate motivation, academic enrichment, an enhanced sense of self esteem, and an interest in entering the health professions.

For the 1996-97 school year, thirty-one percent (31%) of the students served were males and sixty-nine percent (69%) were females. Twenty (20%) of these students were high school seniors and fifty-nine percent (59%) were in college.

Over the past year, the program assisted in facilitating the entry of 119 high school students into undergraduate programs. Ninety (90) of those students enrolled in a pre-health curriculum. In addition, 74 ASPIRA students applied to allied health programs and health professional schools. Of these, 66 were accepted and enrolled: 25 entered schools of medicine, 1 entered a school of optometry, 1 entered a school of allopathic medicine, 2 entered public health programs and 37 entered allied health programs.

Pre and post survey data collected by program counselors indicated an increase in the number of students interested in the health professions and an increase in student course taking patterns related to math and science. The Program has assisted students with all aspects of the financial aid process from researching scholarships to completing financial aid applications.

ASPIRA Collaboratives

Collaboration continues to be an integral component of the program. ASPIRA has formed partnerships with a network of over 60 institutions and individuals. Some partners include high schools, undergraduate institutions, associations and health professions schools such as: University of Puerto Rico and Central Caribe University, University of Illinois and Northern Central College, Community College of Philadelphia, University of Medicine and Dentistry at New Jersey, Albert Einstein Medical School and Columbia University.

Secondary schools include: East Side High School, Newark, NJ; Ferris High School, Jersey City, NJ; Kelvyn Park, Amundsen, and Whitney Young High Schools in Chicago, IL; Mastbaum, Olney, and Edison High Schools in Philadelphia, PA; Martin Luther King, Jr. High School, New York, NY; and Health Opportunities High School, Brooklyn, NY.

Through the program, ASPIRA also has a strong collaboration with the Educational Testing Service and the American Association for the Advancement of Science to support the goals of the program.

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